



SCHOOL LIFE

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No. 9

PAY INCREASES RECOMMENDED FOR D. C. TEACHERS.

Better Salaries Necessary to Prevent Deterioration, Says Bureau of Education—Special Report on School System of Capital City.

Better salaries for teachers and school officers, abandonment of the group principal plan, additional assistant superintendents, and higher pay for school janitors are some of the recommendations in a brief preliminary report made by the United States Bureau of Education to the District of Columbia Board of Education.

The report was prepared by Commissioner of Education Claxton on the basis of a tentative report submitted by a committee of the bureau staff, consisting of Frank F. Bunker, specialist in city schools; Samuel P. Capen, specialist in higher education; Willard S. Small, specialist in school hygiene; and W. Carson Ryan, Jr., specialist in industrial education and vocational guidance. In making the report, Dr. Claxton states, the president of the Board of Education, the superintendent of schools, and representatives of the teachers' unions were interviewed formally, while other persons connected with the school system were interviewed informally, and such records as were thought necessary were examined.

Speaking of salaries the bureau report admits that the adoption of the recommendations will increase the cost of the schools considerably, but it points out that "it is quite certain that without some such generous scale of reorganization and support the schools of the District can never be brought to that high degree of excellence and efficiency which should characterize the schools of the Capital City of the great democratic Republic which long ago accepted, in theory at least, the doctrine of the importance of the fullest and best possible education of all the people. It is also quite certain that with the present organization and scale of salaries the standards and the work of the schools of the District will inevitably deteriorate."

Recommendations looking forward toward a larger participation of the teachers in the management of the schools were

(Continued on p. 15.)

AMERICANIZATION BILL REPORTED.

Senate Committee on Education and Labor Would Have National Government Cooperate with States in Educating Foreign Born—Modified Program of Federal Aid.

An Americanization bill, "providing for cooperation with the several States in the education of non-English-speaking persons and the assimilation of foreign-born residents and for other purposes," was reported to the Senate October 27 from the Committee on Education and Labor, of which Senator Kenyon of Iowa is chairman.

The bill authorizes the Secretary of the Interior, through the Bureau of Education, to cooperate with the several States in the education of illiterates or other persons unable to understand, speak, read, or write the English language; it appropriates \$5,000,000 for the remainder of the present fiscal year and \$12,500,000 annually thereafter, including \$500,000 for publications, studies, and reports, and salaries and traveling expenses necessary in administration of the act; it lays down certain conditions which the States must meet to receive the appropriation, and stipulates for what purposes the money is to be used.

The committee made its report following its investigation of the conditions in the steel strike district. In presenting the report Senator Kenyon said:

"This bill is reported by the Committee on Education and Labor unanimously, as a substitute for a number of bills pending before that committee on this subject. It seeks to deal with one of the most serious questions in our American life, illiteracy, and foreign-born aliens; and the problem as presented by this bill is to give every American resident and also alien a chance to learn the American language—I prefer to use the term 'American language' instead of the term 'English language,' because it is the American language—and to make foreigners learn it if they desire to remain in this country; in other words, to Americanize America.

"There are over 8,000,000 people in this country over 10 years of age who can neither read, write, nor speak the English language, and at least 55 per cent of them are native born.

WHAT SCHOOLS IN MINING COMMUNITIES NEED.

[Statements by Pennsylvania Teachers to the Bureau of Education.]

"More social activities. Better correlation of school and home. Much closer supervision to keep children in school. Scholarships and funds available for borrowing for the benefit of ambitious students; also student employment bureau. Vocational guidance department. Frequent speakers from outside, and anything else along the same line to make culture attractive."

"Importance of knowing foreign-born people, so that they can be taught with an understanding of their racial instincts, coupled with an all-American point of view. Take what is good in old-country customs and Americanize them."

"Schools in this mining district could be improved if they were not so crowded. In some cases there are 65 to 70 pupils in a room and only seats for 50. It is almost impossible to help the children and have good conduct at the same time."

That is certainly a problem that challenges the attention of the American people.

"If the illiterates and the foreign born who can not speak our language should be reviewed from a stand in front of the White House, marching by two abreast, and marching 25 miles a day, it would take two months of solid marching for them to pass the reviewing stand.

"There are misguided men in America to-day—thousands, and even millions, of them. They are to be pitied. They do not know the purposes of America, for they have had no opportunity to learn. They do not know that this is in fact the land of the poor boy; that men have given their lives that the doors of opportunity might ever be open to the children of to-morrow; that the opportunities for their children are the best of any nation of earth. Our country is to blame because the chance has not been presented for them to know. Many of them are eager to know America for themselves and for their children. If they can not read or speak or understand the American language, how can they know the wonderful stories of opportunity in this country? How can they understand the heights to which their children may attain in this land of freedom? To them the story of the humble, poor boy's pathway from the log cabin of Kentucky to the Presidency of the United States, the inspiration of the towpath followed by Garfield, the struggles of Theodore Roosevelt, the advancement to the Presidency of Woodrow Wilson from the humble Presbyterian parsonage are closed books. While they are in the Nation, they know not of the Nation. There would be no menace to the future of America from these men if they really knew what America meant. Boys of foreign birth have gone out to fight for the Nation just as loyally as those who were born in this country. The long rolls of honor of those who have been left on the fields of France contain the names of nearly every nationality on earth. There is good material here for Americanization. The melting pot can not boil unless there is fuel under it, and that fuel is education. The purpose of this bill is to help furnish the fuel for the great American melting pot. And out of it will come those who now are toiling mentally in the ignorance and superstition of past ages into the glorious sunlight of American intelligence. Is such a work worth while? Long may be the road, but it is time to start. There should be a rallying to the proposition of Americanization on the part of States, municipalities, governments, societies, and individuals, and I predict there will be such

rallying and a tremendous wave of patriotism sweep this bill on to final success.

"There are other spirits in this country trying to lead these deluded mortals—the spirits of darkness—determined to overthrow the best government that ever has existed under the sun, but they mistake the spirit and purpose of America also; America will not hesitate to deal with them with an iron hand; America will not tolerate anarchy. But America must awaken to the dangers and America must not falter or equivocate. An awakened nation of over 100,000,000 people does not propose that a few hundred thousand anarchists and Bolsheviks shall overthrow this nation of hope and this land of opportunity.

"Americanization will not only mean getting rid of these impossible characters and bringing the light of intelligence to

AMERICANS' CREED.

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States, a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies.

some of their blind followers, but Americanization will mean the development of more brotherly feeling, help to make impossible contests of capital and labor. The teaching of the American language is only a step in the plan of Americanization.

"The man who cares for his fellow man only as he can use him as he would a piece of iron or coal, to increase his dividends, needs Americanization. He loves himself better than his country, and the problem of Americanization is to instill into the hearts of our people a love of their country above a love of themselves; it is time for every American to search his own heart and honestly ask himself what sacrifices he is making for this country and how much of self he is willing to give up for the good of his country. Give every resident alien a chance to become an American. Some of them have not

had it. Give them the opportunity to be good citizens. Let them know that the great Republic is builded on the rock of justice. If they will not become good Americans, let them get out of the country. Let the anarchist understand that his doctrines have no more effect upon the structure of this Government than the waves lapping the rock of Gibraltar. But let him know that if he desires to advance those doctrines he will have to seek other shores. America is no place for him. Let him know that there is but one flag in this country, the Stars and Stripes, and there is no place for the red flag of anarchy."

SIXTEENTH CONFERENCE AT BERE A.

Rural Problems to Be Discussed at Kentucky Meeting.

Berea, Ky., will be the scene of the sixteenth rural conference, to be held under the auspices of the United States Bureau of Education, November 25 to 28.

As with all conferences held recently in various parts of the country by the bureau, the central theme will be "what the rural schools must be and do to meet after-war conditions."

In his announcement of the conference, J. L. McBrien, director of rural school extension, says:

"Long before the world war, long before President Wilson began to plead for an increased production of food products as the surest and most effective way to reduce the high cost of living, the food supply was not keeping pace with the demand. The census shows that from 1900 to 1910 the agricultural products in the United States increased only 10 per cent, as compared with the preceding decade, while the population increased 21 per cent.

"In a discussion of this condition, as long ago as 1913, President J. D. Eggleston, of the Virginia Polytechnic Institute, declared that these facts brought to light by the census make it plain that it is the menace of hunger that is turning the Nation to the rural school as the only instrument capable of averting widespread disaster. Confronted by this danger, the Nation is turning to the rural school because, owing to the changes wrought by the last century in our economic and social life, and more especially in the economic and social conditions surrounding agricultural production, the rural school more than any other one instrument to-day controls the food supply of the Nation.

"If the disaster and danger relative to the food supply of the Nation were as imminent as President Eggleston thought it was in the light of the facts brought out by the census of 1910, the situation is certainly more serious and threatening at the present time because of the direful effects of the World War. If the rural school is to play the part in the solution of these vital problems that President Eggleston says it must, the Central Thought of the Berea Conference becomes a paramount issue for the Nation."

THE KENYON AMERICANIZATION BILL (S. 3315).

[As reported by the Committee on Education and Labor of the Senate of the United States, Oct. 27. The bill was read twice and placed on the calendar.]

A BILL

To promote Americanization by providing for cooperation with the several States in the education of non-English-speaking persons and the assimilation of foreign-born residents, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled: That the Secretary of the Interior, through the Bureau of Education, is hereby authorized and directed to cooperate with the several States in the education of illiterates or other persons unable to understand, speak, read, or write the English language and with the Territories and possessions of the United States, except the Philippine Islands, in the education of illiterates.

SEC. 2. That for the purpose of cooperating with the several States in the education of illiterates or other persons unable to understand, speak, read, or write the English language there is hereby appropriated, out of any money in the Treasury not otherwise appropriated, for the fiscal year ending June 30, 1920, \$5,000,000, and annually thereafter until the end of the fiscal year ending June 30, 1923, the sum of \$12,500,000 and an additional sum equal to the balance unexpended of the appropriation herein provided for the last preceding fiscal year.

SEC. 3. That of the amount appropriated by section 2 for any fiscal year, \$500,000 may be deducted and used for the publication of periodicals devoted to Americanization problems; for aiding in the correlation of aims and work carried on by local bodies, private individuals, and organizations; for studies and reports through the Bureau of Education; for salaries and necessary traveling expenses of officers, assistants, and other employees in the District of Columbia, or elsewhere, as the board may deem necessary; and for all other necessary expenses connected with the administration of this act during such fiscal year.

SEC. 4. That the balance of the amount appropriated by section 2 remaining after making the deduction authorized by section 3 shall, for each fiscal year, be apportioned by the Secretary of the Interior among and allotted to the several States in the ratio which the number of resident illiterates and other persons unable to understand, speak, read, or write the English language, 16 years of age and over, bears to the number of resident illiterates and other persons unable to understand, speak, read, or write the English language, 16 years of age and over, within continental United States, exclusive of the District of Columbia and the Territory of Alaska, according to the last-published United States census: *Provided*, That the total sum allotted to any State shall not be less than \$5,000 for any fiscal year.

SEC. 5. That no money shall be paid to a State until it shall, through its legislature—

- (a) Accept the provisions of this act;
- (b) Designate an appropriate official to act as custodian of such money;
- (c) Authorize its department of education or chief school officer to cooperate with the United States in the work herein authorized;
- (d) Appropriate or make available for the purposes of this act an amount equal to that allotted to the State by the United States;
- (e) Require, under penalty, all residents who are citizens of the United States, sixteen years of age or over and under 21 years of age, and all residents of more than 6 months who are aliens, 16 years of age or over and under 45 years of age, who are illiterate or unable to understand, speak, read, or write the English language, to attend classes of instruction for not less than 200 hours per annum until they shall have completed a specified course approved by the Secretary of the Interior;
- (f) Provide, as far as possible, subject to the approval of the Secretary of the Interior, for the education of residents who are citizens of the United States of the age of 21 years or more or resident aliens of the age of 45 years or more who are illiterate or unable to understand, speak, read, or write the English language;
- (g) Require the preparation and submission to the Secretary of the Interior, annually, of rules and regulations designed to enforce the provisions of such State law and of the rules and regulations of the Secretary of the Interior;
- (h) Require the submission annually to the Secretary of the Interior of a report which shall show the (1) plan for administration and supervision, (2) courses of study, (3) methods and kind of instruction, (4) equipment, (5) qualifications of teachers, supervisors, directors of education, and other necessary administrative officers or employees, (6) plans for the preparation of teachers, supervisors, and directors of education, and (7) receipts and expenditures of money for the preceding fiscal year.

Provided, That if the governor of any State, the legislature of which does not convene before the year 1921, shall accept the provisions of this act and cause such cooperation with the Secretary of the Interior as herein provided, such State shall be entitled to the benefits of this act, and the Secretary of the Interior may cause to be expended in such State, until the legislature of such State convenes and has been in session 60 days, so much of the sums allotted to that State for the fiscal year as he may determine necessary for the purpose of this act: *And provided further*, That any appropriation or donation by a county, municipality, local authority, school, corporation, partnership, society, or individual available for the purposes of this act under the direction of the State board of education or chief school officer of the State may be accepted by the Secretary of the Interior as an appropriation by the State.

SEC. 6. That none of the sums herein appropriated, or appropriated or made available by or in any of the States, Territories, or possessions, to carry out the provisions of this act shall be used for the education of persons of less than 16 years of age, or, except as provided by section 3, for any purpose other than the payment of salaries of teachers, supervisors, or directors of education, or for the preparation of teachers, supervisors, and directors of education.

SEC. 7. That the Secretary of the Interior shall (a) withhold the unpaid portion of an allotment to any State whenever he determines that any portion of the sums allotted are not being applied for the purposes of this act, or may (b) deduct from the next succeeding allotment to any State a sum equal to that portion of the previous allotment paid to the State and which he determines has not been expended for the purposes of this act: *Provided*, That no such deduction shall be made until one year after the opening of the first legislative session convened in such State after the passage of this act.

SEC. 8. That any portion of an allotment to any State which remains unpaid at the end of a fiscal year shall be treated as an unexpended balance of the appropriation of that year.

SEC. 9. That the Secretary of the Interior shall annually ascertain whether the several States are using or are prepared to use the money allotted to or received by them under this act, and shall certify, on or before the 10th day of August of each year, to the Secretary of the Treasury (a) each State which has accepted the provisions of this act and complied therewith; (b) the amount which each State is entitled to receive.

SEC. 10. That the Secretary of the Treasury upon the certification of the Secretary of the Interior shall pay on the 15th day of August, November, February, and May of each year to the custodian of such sums in each State the money to which it is entitled under the provisions of this act. The money so received by the State shall be paid out on the requisition of the department of education or chief school officer for services already rendered or expenditures already incurred and approved by such department or officer.

SEC. 11. That the Secretary of the Interior shall make such rules and regulations as may be necessary to carry out the purposes of this act, and may cooperate with any department or agency of the Government and request such agencies to cooperate with him and with the several States.

SEC. 12. That the Secretary of the Interior shall make a report to Congress before December 1 of each year of all operations, expenditures, and allotments under the provisions of this act, and shall include therein the reports made by the several States on the administration of this act and the expenditure of money allotted.

SPECIALISTS ENGAGED IN TRAINING INDUSTRIAL TEACHERS TO CONFER.

Bureau of Education Will Hold Meeting at Cincinnati—Institutions in North and South Divisions to be Represented.

A conference of specialists engaged in preparing teachers of industrial education and the manual arts, under the auspices of the United States Bureau of Education, will be held at the University of Cincinnati, Cincinnati, Ohio, December 4, 5, and 6, 1919.

Invitations to attend the conference have been addressed to men holding positions as directors or heads of departments having charge of courses for the training of special teachers, directors, and supervisors of the manual arts and industrial education, in universities, colleges, normal schools, and other institutions, public or private, situated in the States in the North Central and South Central Divisions, viz. Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, Nebraska, Kansas, Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, and Oklahoma.

The preliminary correspondence assures an attendance of at least 22 men, from nine States, as follows: Ohio, 5; Illinois, 5; Wisconsin, 3; Indiana, 2; Texas, 1; Arkansas, 1; Michigan, 1; Missouri, 1; Pennsylvania, 1; District of Columbia, 2.

The program is as follows:

Thursday, December 4.

10 a. m. Banquet room, Hotel Metropole.

1. An experiment in developing a course in foreman training; Charles R. Allen, agent for industrial education, Federal Board of Vocational Education, Washington, D. C. Discussion: H. C. Givens, supervisor of trades and industries, State Board of Education, Little Rock, Ark.

12.30 p. m. Luncheon.

2 p. m. Room 3, McMicken Hall, University of Cincinnati.

2. Business session.

2.30 p. m. 3. Address: Dean Herman Schneider, College of Engineering, University of Cincinnati.

4. Progress in the development of plans for preparing teachers of industrial subjects: D. J. MacDonald, University of Cincinnati, Cincinnati, Ohio; F. D. Crawshaw, University of Wisconsin, Madison, Wis.; James McKinney, University of Illinois, Chicago, Ill.

7.30 p. m. Banquet room, Hotel Metropole.

5. The itinerant teacher of special subjects in rural and village schools: C. S. Van Duesen, State Normal College, Kent,

Ohio. Discussion: Charles H. Bailey, State Teachers' College, Cedar Falls, Iowa.

6. Summary of first day's discussion: G. E. Baxton.

Friday, December 5.

9.30 a. m. Room 3, McMicken Hall.

7. Provision for the training of vocational teachers in the Army: R. W. Selvidge, educational adviser, War Plans Division, General Staff, War Department, Washington, D. C. Discussion: W. C. Ash, director of practical arts and vocational education, public schools, Philadelphia, Pa.; D. M. Schweickhard, Purdue University, Lafayette, Ind.

12.30 p. m. Luncheon.

8. Progress report of the committee on examination and certification of teachers: Arthur B. Mays, Sam Houston Normal Institute, Huntsville, Tex., chairman; H. C. Givens, Discussion: M. J. Sherwood, State Normal School, Kalamazoo, Mich.

7.30 p. m. Banquet room, Hotel Metropole.

9. Progress report of the committee on practice teaching: A. E. Siefert, Bradley Polytechnic Institute, Peoria, Ill., chairman; Fred C. Whitcomb, Miami University, Oxford, Ohio; H. W. Schmidt, State Department of Public Instruction, Madison, Wis. Discussion: E. L. Usry, Ohio State University, Columbus, Ohio.
10. Summary of second day's discussion: E. T. Filbey.

Saturday, December 6.

9.30 a. m. Banquet room, Hotel Metropole.

11. Training teachers of vocational and industrial work not now federally aided; Clyde A. Bowman, Stout Institute, Menomonie, Wis. Discussion: W. E. Roberts, supervisor of manual training, public schools, Cleveland, Ohio.

11.30 a. m. 12. Business session.

13. Summary of deliberations of the conference: U. A. Bennett.

EDUCATIONAL ADVANTAGES OF NEGROES IN NORTH CAROLINA.

"There never was a time in North Carolina when the State was so ready to give adequate educational opportunities to the Negroes," asserts the "Declaration of Principles" drawn up by a convention of North Carolina Negroes, held

at Raleigh, September 26, on invitation of the State Superintendent of Schools. "Until the new constitutional amendment was adopted in 1918, providing for more funds, it was impossible to provide public-school advantages for all the children. The Negro children, for the most part, had very poor schools, in very poor buildings, and very poor teachers. The funds were not sufficient. Under the new plan outlined by the State Department of Education, county teacher-training schools have been inaugurated to improve the teachers, better salaries are guaranteed, better houses are in course of construction, the normal schools for the Negro race are being enlarged and improved, better health regulations are being enforced, and high schools are being established.

"There never was a time when the Negro had more cause to take hope than now and when the State program contained so much for Negro children. One town is planning to spend at least \$100,000 for buildings for the Negroes alone; another is voting a special bond issue for Negro children. In rural districts many new buildings, costing from one thousand to ten thousand dollars, providing for broader training, are already in course of construction. Moreover, well-trained Negro supervisors are being employed to give better supervision to the rural schools.

"The Negro in the cities and towns needs playgrounds for his children, places of amusement and entertainment for the young; and in the rural districts, community centers for the discussion of the needs of the community and the welfare of the Negroes. All these needs can be supplied, for they are a part of the larger educational plans of the State. Great reforms are slow, and it will take time and patience under the best possible conditions to work out these reforms."

MUSEUM SERVICE DIRECT TO SCHOOLS IN NEW JERSEY.

Through an arrangement just established by the New Jersey State Department of Education and the New Jersey State Museum, schools of the State are able to receive exhibits from various State agencies. The museum furnishes a lantern-slide catalogue and a bulletin of lending collections. The bulletin will include lists of industrial-process charts, natural-history exhibits, lantern slides arranged in lecture or study groups, films for moving-picture machines, charts, maps, and other lending materials, prepared by the museum and various State departments. All exhibits may be borrowed for one month, returned, and exchanged for other material.

With the State Departments of Education

(Furnished by State Superintendents and other State officers.)

ARKANSAS CREATES STATE SCHOOL COMMISSION.

A State school commission to study the educational conditions of needs of the State of Arkansas and to work out an educational program for the State has been created by resolution of the Arkansas legislature. The resolution reads as follows:

Whereas the United States Government has made appropriations to cooperate with the various State governments in certain lines of educational endeavor in connection with and in cooperation with the public schools under what is known as the Smith-Hughes Act; and furthermore a proposed measure is now pending in Congress, the purpose of which is to cooperate with the States in aiding rural communities and promoting the Americanization movement; and

Whereas the census figures in the matter of adult illiteracy in our State and the inadequacy of our present educational machinery to deal effectively and speedily with the pressing problems thrust upon us necessitate the combined wisdom of men and women in all walks of life to solve these problems that so vitally affect the welfare of the State; and

Whereas Arkansas must do everything possible in an educational way to meet new conditions and new demands that will come with the period of readjustment following the war; therefore—

Resolved by the Senate, and the House concurring therein, that a State school commission be created whose membership shall be composed of a limited number of representatives of various civic and social organizations of the State, said members to serve without compensation from the State. The State superintendent of public instruction shall be the chairman of the commission and shall call the meetings of the commission. The representatives composing the commission shall be selected by the respective organizations, and appointed and approved by the governor.

It shall be the duty of the commission to meet from time to time upon call for the purpose of studying the educational conditions and needs of the State of Arkansas, and to work out and recommend a thorough, comprehensive, and progressive program of education for the State to the State board of education.

EDUCATIONAL CAMPAIGN IN WEST VIRGINIA.

"Let the people assemble" is the keynote of the West Virginia educational campaign, recently announced by State Supt. M. P. Shawkey.

The program throughout the State will consist of teachers' district institutes, which will discuss school work, health, good roads, a greater West Vir-

ginia, and better Americanism; a patron's day at school, with exercises by the pupils and addresses by special speakers; a picnic, festival, fair, or home coming, with music, outdoor dinner, games, parades, and addresses; and a literary or community-center meeting, with special music.

In all the meetings the following points will be taken up:

1. Common school education for all. Our greatest wealth, our pupils, 450,000 strong.

West Virginia Educational Campaign 1919.

LET THE PEOPLE ASSEMBLE.

Why?

To learn by hearing and discussing—

How to make our schools better.

How to make our State greater.

How to serve America better.

Where?

Come together where most convenient, at—

The schoolhouse—The American Forum.

The church—The sign of a Christian nation.

The public hall—Typical of American freedom.

When?

The harvest is past, the summer is ended.

The barns and granaries are filled.

The cupboards are well stored.

The school bells are ringing.

It is time to fill the head and heart.

Let us talk things over.

Let us think and plan.

Let us act for the common good.

The advancement of our State depends upon public opinion. Discussion in the press and from the platform makes public opinion. The State Department of Schools co-operating with educational leaders is conducting an Educational Campaign throughout the State.

The new compulsory law requires every child (7-14) in West Virginia in school every day the entire term.

It costs the State \$35 to school a pupil one term. Last year 87,550 enrolled pupils, on an average, were out of school every day.

Normally 10 pupils out of 100 finish the eight grades of the common school. What about the other 90?

For the good of the children and the welfare of the State, let the law be enforced.

Make the rural school more comfortable, more attractive, more useful.

More education—more wealth, service, happiness.

2. More pupils in high school.

Our slogan, "A high school within the reach of every boy and girl in West Virginia."

The primary object of the high school is to make good useful citizens, which includes good farmers, industrial workers, and housekeepers, as well as men of professions.

West Virginia's high schools are growing.

	1910	1914	1918
Number high schools—	80	142	164
High-school enrollment—	4,900	9,364	16,363

Yet, less than 4 per cent of our boys and girls enter high school, and only 14 per cent of these finish the course.

Careful calculation shows that a day in high school is worth from \$10 to \$15 to the boy or girl.

The greatest pay is increased ability to serve community, State, and Nation.

Build and support high schools, and see that the youth attend them.

3. More West Virginians to the university, normal schools, and colleges.

West Virginia needs more highly trained men and women—

To supervise and teach our schools.

To develop our great resources.

To fill our public offices.

To do our technical work.

To lead in moral and civic movements.

Enrollment in our university, normal schools, and colleges is increasing, but not fast enough to meet demands.

Per cent of total population in college (1915):

United States	0.39
Nebraska	.65
Massachusetts	.64
Ohio	.41
Pennsylvania	.37
West Virginia	.17

Our showing is better now, but not what it should be.

How many from your community and county are in higher institutions? How many should be enrolled?

4. Better health.

5. A greater West Virginia.

6. Americans all—

To work and to save.

To prepare for better service.

To live the American's creed.

NEW TEACHERS' SALARY SCHEDULES IN CITIES

BETTER SALARIES IN ST. PAUL.

Beginning January, 1920, the teachers of St. Paul will receive salary checks for such amounts as will bring their total salary for the school year 1919-20 to the following basic rates:

Group I.—For high-school teachers, from \$1,500 for third year of teaching experience, by \$50 increases for each year of experience, to a maximum of \$2,100.

For grade teachers and kindergarten directors, from \$1,000 for the third year of experience, by \$50 increases for each year, to a maximum of \$1,500.

For kindergarten assistants, from \$850 for the third year, to a maximum of \$1,200 by similar increases.

The progressive increase toward these maxima provided in the budget for the fall of 1920 is at the rate of \$50. Teachers returning from leave of absence are considered in Group I. These increases are conditioned on the fact that the total increase for 1920 can not exceed the budget, but preliminary estimates show that there will be little, if any, variation from the above schedule.

Group II.—Teachers beginning work in the St. Paul schools at this time will also have increased salaries after January 1 on a similar plan of rating; but during the probationary period of appointment (first two years) the schedule for these teachers and for successive new appointments will be on the basis of \$900 to \$1,500 in the grades; \$1,400 to \$2,100 in the high school.

The schedule for special divisions of classroom teachers will give approximately the same increases over present salaries, and a detailed statement for all groups will be printed as soon as possible—e. g., manual training teachers in the high school will be on the high-school schedule; in the grades they will receive from \$1,300 to \$1,600. Salaries for administrative positions will also be increased, though the percentage of change can not yet be exactly stated.

EXTRA PAYMENT FOR ATTENDING SUMMER SCHOOLS.

Special compensation to teachers in attendance at summer schools, equivalent to one-half the total expense, is to be paid under the new salary schedule adopted by the Racine (Wis.) Board of Education. The new schedule is as follows:

A. Elementary grades and kindergarten directors:

Years' experience.	Salary.
0	\$900
1	950
2	1,000
3	1,050
4	1,100
5	1,150
6	1,200
7	1,250
8	1,300
9	1,350
10 (maximum)	1,400

Seventh and eighth grades:

11	1,450
12 (maximum)	1,500

B. Kindergarten assistants:

Years' experience.	Salary.
0	\$850
1	900
2	950
3	1,000
4	1,050
5	1,100

C. High-school teachers, not including librarians, home economics, manual training, and science teachers:

Years' experience.	Salary.
0	\$1,100
1	1,160
2	1,220
3	1,280
4	1,340
5	1,400
6	1,460
7	1,520
8	1,580
9	1,640
10 (maximum)	1,700

For elementary principals, who have under their direct supervision not fewer than 10 teachers doing regular grade work, the minimum shall be \$1,500 per year and maximum \$2,500 per year.

Advances from the minimum toward the maximum shall be on the basis of credits, which shall be determined as follows:

The value of a credit shall be \$20 for supervision of a school with an average daily attendance for the year of:

Pupils.	Number of credits per year.
100 to 199	1
200 to 299	2
300 to 399	3
400 to 499	4
500 to 599	5
600 to 699	6
700 to 799	7
800 to 899	8
900 to 999	9
1,000 or more pupils	10

For high-school teaching one credit shall be given for each year, and for rural or elementary teaching, one-half credit shall be given for each year.

The salaries of the principals at present in the employ of the board of education shall be determined according to the above schedule. In the future, in appointing principals, the first year shall be considered a probationary year and the salary shall be fixed by the board of education. The salary for the second year of

service and thereafter shall be determined according to schedule.

Specials.—In general, it is recommended that supervisors, teachers for defectives, and teachers in special departments shall be granted an increase of \$25 per month above the salaries they are now receiving.

The salary of the principal of the high school shall be fixed at \$3,200, and the salary of the superintendent of schools at \$4,500 per year covering the period of their contracts.

NEW SCHEDULE FOR BUFFALO, N. Y.

Under a New York State law effective January 1, 1920, the minimum salary of all grade and kindergarten teachers is fixed for the cities of Buffalo and Rochester at not less than \$800, and the number of annual increments is fixed at not less than eight. The same State law provides that the minimum salary of the high-school classroom teacher shall be not less than \$1,200, and the number of annual increments not less than eight. The following schedule has accordingly been announced:

FIXED SCHEDULE FOR GRADE TEACHERS, KINDERGARTNERS, TEACHERS OF SPECIAL CLASSES, AND PRINCIPALS' ASSISTANTS.

1. The minimum salary of a teacher in any one of the above-named positions shall be \$800 per year.

2. The annual salary increment of each teacher retained for service in any one of the above-named positions shall be \$100 and the number of such increments shall be not less than eight.

3. The normal maximum salary of all kindergarten teachers and teachers in grades one to eight, inclusive, except junior high-school teachers, shall be \$1,600 per year; kindergarten directresses, teachers of special classes, and principals' assistants, \$1,650 per year; and kindergarten directresses having charge of four or more teachers, \$1,700 per year.

4. The normal maximum salary set for each of the above-named positions may be increased \$100 in cases of exceptional merit, such increase to be made in not less than one nor more than two annual salary increments, and to be made by special action of the board of education upon the recommendation of the superintendent of schools. This special maximum is to be continued in the case of any teacher only so long as the teacher maintains the exceptional merit for which it was granted.

5. The above-scheduled salaries and increases shall be contingent upon adequate funds being provided for the department of public instruction.

FIXED SCHEDULE FOR PRINCIPALS OF ELEMENTARY SCHOOLS.

1. The minimum salary of principals of these schools shall be not less than

\$200 in excess of the normal maximum salary set for grade teachers.

2. The maximum salary of principals having supervision of from 1 to 11 teachers, inclusive, shall be \$2,500; of from 12 to 17 teachers, inclusive, \$2,800; of from 18 to 23 teachers, inclusive, \$3,200; and of from 24 to 30 teachers, inclusive, \$3,500. The salaries of principals having supervision of more than 30 teachers shall be fixed by special action of the board of education.

3. The annual salary increment for all elementary-school principals shall be approximately one-eighth of the difference between the minimum salary and the maximum salary set for the group concerned, and the number of such increments shall be not less than eight.

4. In determining the number of teachers in any given school only those teachers who are assigned or appointed for full time shall be included.

5. The above-scheduled salaries and increases shall be contingent upon adequate funds being provided for the department of public instruction.

All other salaries shall be fixed by special action of the board of education upon the recommendations of the superintendent of schools or upon the joint recommendation of the superintendent and the principal in the case of regular teachers in any given school. These recommendations shall give due consideration to educational qualifications, quality of work done, nature and extent of experience, and supply and demand. The following general principles shall be observed:

SENIOR HIGH SCHOOLS AND VOCATIONAL SCHOOLS OF SECONDARY GRADE.

1. Under a State law effective January 1, 1920, the minimum salary of the high-school teacher is fixed at not less than \$1,200.

2. The annual salary increment for classroom teachers in these schools shall be not less than \$100 and the number of such increments shall be not less than eight.

3. The normal maximum salary of classroom teachers in these schools shall be \$2,000. An advance may be made beyond this normal maximum, however, and both the rate and extent of such advance shall be governed by the ability of the teacher and the principle of supply and demand. In general, this upper maximum shall not exceed \$2,400.

4. The minimum salary of high-school principals of schools having more than 40 teachers shall be not less than \$3,000, and the normal annual increment not less than \$200. The minimum salary of principals of other schools of this class shall be not less than \$200 in excess of the normal maximum salary set for classroom teacher, and the normal annual increment not less than \$100. The number of increments shall in all cases be not less than eight.

5. The minimum salary of vice principals, heads of departments or shops; advisers for girls, and others selected for special responsibility shall be not less than the normal maximum salary set for classroom teachers; the annual salary increment shall be not less than \$100, and the number of such increments shall be not less than eight.

6. The above-scheduled salaries and increases shall be contingent upon adequate

funds being provided for the department of public instruction.

NOTE.—The conditions vary so widely under which those are engaged who are selected for special responsibility in these schools as to make impracticable a more specific schedule. In general, however, it is expected that the maximum salaries for these positions, except for the position of vice principal, will range from \$2,500 to \$3,300.

JUNIOR HIGH SCHOOLS AND VOCATIONAL SCHOOLS OR PREVOCATIONAL SCHOOLS OF EQUAL OR LOWER GRADE.

1. The minimum salary of the junior high-school teacher shall be not less than \$1,000. Teachers who are selected for these schools from regular grade positions in the Rochester schools shall receive an initial salary of \$100 in excess of what they would otherwise receive.

2. The annual salary increment for all classroom teachers in these schools shall be not less than \$100, and the number of such increments shall be not less than eight.

3. The normal maximum salary of classroom teachers in these schools shall be \$1,800. An advance may be made beyond this normal maximum, however, and both the rate and extent of such advance shall be governed by the ability of the teacher and the principle of supply and demand. In general, this upper maximum shall not exceed \$2,200.

4. The minimum salary of principals of these schools shall be not less than \$3,000, the annual salary increment not less than \$100, and the number of such increments not less than eight.

5. The minimum salary of vice principals, heads of departments or shops, and others formally designated for special responsibility, shall be not less than the normal maximum salary set for classroom teachers, the annual salary increment shall be not less than \$100, and the number of such increments shall be not less than eight.

6. The above-scheduled salaries and increases shall be contingent upon adequate funds being provided for the department of public instruction.

[NOTE.]—Thus far neither vice principal nor department and shop heads have been designated in these junior high schools. As these schools are extended, however, the need of these similar positions will develop. It is expected that the maximum salary of these positions, except for the position of vice principal, will range from \$2,900 to \$3,000.]

THE CITY NORMAL SCHOOL.

1. All teachers in the city normal school, except those designated as critic teachers and theory teachers, shall be subject to the regular schedule provided for grade teachers.

2. Experienced teachers only shall be chosen for critic and theory positions. Teachers who are advanced from regular-grade positions in the Rochester schools to the position of critic or theory teacher in the city normal school shall be paid an initial salary of \$100 in excess of what such teachers would otherwise receive.

3. The minimum initial salary of critic and theory teachers shall be not less than \$1,200, the annual increment not less than \$100, and the number of such increments not less than eight.

4. In general, the maximum salary of critic and theory teacher shall not exceed \$2,000. An advance may be made beyond this amount, however, when the conditions in any given case warrant such action.

5. The minimum salary of the principal of the city normal school shall be not less than \$3,000; the annual increment not less than \$100, and the number of such increments not less than eight.

6. The above-scheduled salaries and increases shall be contingent upon adequate funds being provided for the department of public instruction.

TEACHERS AND SUPERVISING TEACHERS OF SPECIAL SUBJECTS.

1. The minimum salary of the teacher of special subjects shall be not less than \$900.

2. Experienced teachers only are selected as supervising teachers of special subjects. The initial salary for such teachers, therefore, shall be a matter of special action by the board of education.

3. The normal annual increments of teachers and supervising teachers of special subjects shall be not less than \$100.

4. In general, the maximum salary of teachers of special subjects shall be \$100 in excess of the maximum salaries set for grade teachers, and the maximum salary of supervising teachers of special subjects shall be \$2,200. An advance may be made beyond either maximum, however, and both the rate and extent of such advance shall be governed by the ability of the teacher and the principle of supply and demand.

5. The above-scheduled salaries and increases shall be contingent upon adequate funds being provided for the department of public instruction.

GENERAL ADMINISTRATIVE AND SUPERVISORY POSITIONS.

1. Experienced teachers only are selected for such positions. The initial salary, therefore, shall be a matter of special action by the board of education and shall be determined by the nature of the position, ability, and educational qualifications of the one selected and the principle of supply and demand.

2. The normal annual increment for persons holding special positions shall be not less than \$200.

3. No maximum salary is fixed for those included within this general classification. Such persons are selected because of demonstrated ability. In general, both the maximum salary and the annual increment shall be determined by the nature of the position, the ability of the person holding it, and the principle of supply and demand.

4. The above-scheduled salaries and increases shall be contingent upon adequate funds being provided for the department of public instruction.

The salaries of principals of special schools shall be fixed by special action of the board of education.

The success of a democracy depends on knowledge and moral character. If all the people are not acquainted with their civic and social responsibilities they can not act intelligently on the common affairs.—National Catholic War Council.

SCHOOL LIFE

Issued by the United States Bureau of Education.

Department of the Interior.

Editor, W. CARSON RYAN, JR.

TERMS.—Subscriptions, 50 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 75 cents. Copies are mailed regularly, without cost, to State, city, and county superintendents, principals of high schools, and a few other administrative school officers.

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SALARY INCREASES THAT ARE OF LITTLE AVAIL.

Examination of some of the new salary schedules for teachers shows that most communities are not at all awake to the seriousness of the problem. Teachers have been underpaid so long that boards of education do not seem to realize that the salaries must be very heavily increased in order even to pay a living wage.

What is a living wage? The Bureau of Labor Statistics at Washington has recently advised the Congressional Commission engaged in reclassifying the salaries of Government employees that in Washington at least the lowest possible amount for which a single woman can live in health and decency is \$1,100, and the very least a man and wife with a normal family of three children can get along on is around \$2,250.

Most of the teachers' salaries schedules recently adopted do not even meet this minimum requirement for a single woman. And as for meeting the needs of a normal married person with dependents, the schedules go on assuming that none such will come into the schools. The mere fact that the cost of living has exactly doubled since 1913, and that anything less than doubling salaries is to make them lower than before, does not seem to have penetrated.

If there is any surer way of destroying the teaching profession than by the present method of starving the teachers, it is not clear what it is. Men simply will not go into a profession that forever bars them from the possibilities of normal family life and a decent living; and as the opportunities of women grow greater, increasingly few really capable women will enter upon teaching.

AMERICAN AND ENGLISH EDUCATION.

Prof. George R. Parkin, of the Rhodes Scholarship Trust, has started an interesting discussion of American and English standards of education by his article in the September Atlantic on "Rhodes Scholarship and American Scholars."

Dr. Parkin is courtesy itself, but it is evident he suspects something inherently wrong with American elementary and secondary schools, his ground being that half the candidates for the scholarships in the different States of the union during the past 13 years have failed to pass the "qualifying examination."

To his gently, but clearly worded strictures, American educators will have various replies to make. Some will be frankly critical of the whole examination system and the Oxford examination in particular. Others will point out that the emphasis upon the athletic type of candidate effectively barred the vast majority of distinguished students at American universities from the Rhodes competition. Still others will assert that the machinery of selection did not function properly.

Most of this Dr. Parkin himself admits, and the new plan of selection is intended to go much more than half way in remedying the situation. Hereafter the candidates are to be rated on their work at their own institutions, and not by examination. A new machinery of selection is gradually to be set up, with men who have been Rhodes Scholars

constituting the committee. Most important perhaps, the element of conspicuous activity in athletics is to be much more broadly interpreted.

When all is said and done, however, Prof. Parkin's article is a commentary upon thoroughness in American education that will repay thoughtful study.

TWENTY MILLIONS FOR MEDICAL EDUCATION.

"The General Education Board announces the gift from Mr. John D. Rockefeller of twenty millions of dollars, the income to be currently used and the entire principal to be distributed within fifty years for the improvement of medical education in the United States."

In these few lines the General Education Board recently announced another significant gift to education. America is so accustomed to seeing huge benefactions to universities and other educational foundations that a new one, however large, hardly causes a stir. The British Educational Mission last year remarked upon the evidence they saw of this munificent giving and our apparent indifference to it. We hardly realize that educational benefactions of this sort constitute almost a purely American habit.

Most of the elements which keep teaching from being a profession in the truest sense can be remedied only through better salaries for teaching. Better salaries for teachers will not come until salary schedules are generally used and based upon more generally accepted standards than at the present time.—*National Education Association, Salaries Report, 1919.*

HOW TO SECURE SCHOOL HEALTH PAMPHLETS.

The HEALTH EDUCATION SERIES, published by the United States Bureau of Education, may be purchased at the following rates from the Superintendent of Documents, Government Printing Office, Washington, D. C. Remittance must accompany all orders.

No. 1. WANTED TEACHERS TO ENLIST FOR HEALTH SERVICE. Single copy, 5 cents; additional copies, 1 cent each.

No. 2. DIET FOR THE SCHOOL CHILD. Single copy, 5 cents; additional copies, 2 cents each.

No. 3. SUMMER HEALTH AND PLAY SCHOOL. Single copy, 5 cents; additional copies, 2 cents each.

No. 4. TEACHING HEALTH. Single copy, 5 cents; additional copies, 2 cents each.

CLASSROOM WEIGHT RECORD. Single copy, 5 cents; additional copies, 1 cent each.

NEW BOOKS ON EDUCATION

Danger signals for teachers, by A. E. Winship. . . Chicago. Forbes & company, 1919. 204 p. 12°.

A series of epigrammatic chapters giving advice to classroom teachers on such subjects as: "Don't undervalue your opportunity;" "Don't underestimate responsibility;" "Dig in;" "Tom, Dick, and Harry;" "Changing teachers each year;" "The awkward squad;" "The community trail;" "Real democracy in education," etc.

General methods of teaching in elementary schools, including the kindergarten and grades I to VI, by Samuel Chester Parker. . . Boston, New York, [etc. c. 1919]. 332 p. 12°.

This book is the outcome of 15 years' experience by the author in teaching freshman and sophomore students of 18 to 20 years of age. It is intended to introduce students of this age, prospective elementary school teachers, to the principles which underlie good teaching. In general, the author takes the point of view that "efficiency and economy in instruction are facilitated by (1) radically adapting all instruction to contemporary social needs; (2) basing methods of instruction on sound psychological principles which have been determined, as far as possible, experimentally; and (3) applying principles of scientific business management to the conduct of all teaching. The first of these standards eliminates waste of effort resulting from the use of uneconomical and ineffective methods of learning; the third eliminates waste of time which results from failure to standardize materials and processes."

Some of the subjects discussed are as follows: Introduction to artistic teaching; Broadening purposes of elementary-school teaching; Economy in classroom management; Selecting subject matter; Organizing subject matter; How children learn by their own responses; Building on pupils' past experiences; Putting pupils in a favorable frame of mind; Interests, the basis of economy in learning; Drill and practice; Adapting class instruction to differences in capacity.

Health by stunts, by Captain N. H. Pearl. . . assisted by Captain H. E. Brown. . . New York, The Macmillan company, 1919. 216 p. illus. 16°.

"In the old days boys had a game for every condition and every season. The first fall of snow was the signal for dog-and-deer, and fox-and-geese. The early spring winds brought out the kites and windmills, while later the running sap and peeling bark suggested the whistle."

An attempt to revive these old boyhood games and stunts in the schools of Detroit resulted so successfully that those who carried it out conceived the idea of putting their experience at the disposal of teachers in other communities. Hence this book on "Health by Stunts," which describes the conditions that made reorganization in the field of play and physical education necessary and gives practical suggestions for games and athletic events, individual and combination stunts, contests, and major sports.

Problems of National education, by twelve Scottish educationists. With prefatory note by The Right Hon. Robert Munro. . . Edited by John Clarke. London, Macmillan and co., limited, 1919. 368 p. 8°.

A review of educational conditions in England and Scotland. In his prefatory note Robert Munro says: "Reconstruction is the watchword of the hour. Now of all the problems of reconstruction none is more important and insistent than that of education. National education, and all that it stands for, have gripped the popular imagination today as they never did before. And at a time when in England and in Scotland educational measures of the first importance have been placed upon the statute book, the appearance of this volume is singularly opportune. These measures not only provide a starting point for further educational development; they also enlarge the scope and alter the focus of the existing systems. It is accordingly fitting that a careful review of these systems should be made available, in order that their weaknesses should be disclosed and remedied, and that the developments of the future should rest upon a sound and secure foundation."

The Gary public school. Measurement of classroom products, by Stuart A. Courtis. New York City, General education board, 1919. 532 p. 12°.

This volume of the Gary report presents in detail the results of the various tests given for the purpose of measuring the degree of efficiency with which the common school subjects were taught. Dr. Courtis believes that, because of the care with which the testing work at Gary was conducted, and the number and variety of the tests given, the data secured throw light upon some of the problems fundamental to all measurement work. He further believes that the testing movement has now reached a stage in which a critical study of the results secured may be both interesting and beneficial.

The health of the teacher, by William Estabrook Chancellor. Chicago, Forbes & company, 1919. 307 p. 12°.

To guide teachers in the care of their own health is the purpose of this book. Dr. Chancellor says: "In a period when from the world war we have all learned much regarding health and sanitation and when with the timely urgency of the United States Bureau of Education we are trying to improve the hygiene conditions for our children and youth, it is expedient for all of us who are teachers to bring our own health and strength up to high efficiency."

The case method is followed through most of the book.

The project method in education, by Mendel E. Branom. Boston, R. G. Badger [c 1919]. 282 p. 12°.

"The significant development of the child, from the educational standpoint, comes through the project method," says the author. "The public schools have been established not with the idea of preparing the children for an animal existence, but for the purpose

of preparing them for a human existence. It follows, therefore, that the activities of the school are concerned primarily with the project method, which is nature's particular way of developing the child as a human being. There is no other method."

IN THE MAGAZINES.

One of the most important departments of the New York Natural History Museum is the Department of Education, according to the November *World's Work*. During the past five years the 700 circulating study collections of rocks, minerals, mammals, birds and ethnological material have been sent out to and collected from an average of 475 city schools and studied by an average of more than 1,100,000 pupils per year. This branch of Museum activity was begun early in the life of the institution by Professor Bickmore through series of lectures to museum members and public school teachers, assisted by a grant from the State Department of Public Education.

* * * *

"In the sort of school of which I am speaking," says Herbert Quick in "The Country School" (*The Public*, Sept. 20), "books become secondary, as they should be."

"In the rural schools, even more than in those of the cities and towns, the teaching falls below the ideals of every educational thinker, mainly because the profession of the teacher, and even more, of the superintendents, is not given that substantial recognition in emoluments, and even more, in standing and authority, which is necessary if minds of the right type are to be kept at work in it. The books come in to take the place of the human being."

"The rural school constitutes one of the very great undeveloped assets of American life—of world life. One day it will take advantage of its opportunities; and then people will emigrate from the cities to the farias in order that their children may have the advantages of rural educational facilities. For though the country may reject them, the city can never buy them."

* * * *

Critics of American educational conditions will find interesting parallels in John H. Blakesley's discussion of the British school situation in the September *Nineteenth Century and After*. He writes under the title "Education: Its Aims and Means".



HYGIENE AND PHYSICAL EDUCATION

THE CLEVELAND CAMPAIGN FOR SPEECH CORRECTION.

How Cleveland carried out during 1918-19 a campaign for speech correction in the public schools is described by Dr. Walter B. Swift, expert adviser for speech defects, and Miss M. Claudia Williams, assistant supervisor of speech classes, in a report recently submitted to the Cleveland school authorities. The report says: In the autumn of 1918 the department of speech correction in the Cleveland public schools attacked the problem of speech defects by installing methods of speech correction in the kindergartens, in the grades and high schools, and in the special classes for the mentally backward.

Two correlated efforts were made in order to secure the permanency and spread of the method of attack. First, instruction concerning speech disorders was begun early in the school year in the Cleveland normal training school. Second, different instruction was provided for the Cleveland kindergarten training school. This was done last autumn, and has continued throughout the year.

Scope.

The size of the problem was shown in the answers to questionnaires, which covers in the neighborhood of 3,000 cases. It was obviously desirable that the teachers should be given classes near where they taught. As the teachers, however, came mostly from the west side—a fact which was not noticed until too late for correction—the east side of the city was inadequately supplied.

After the assignment of classes to the speech teachers, the work was carried on by four sets of individuals—15 teachers, one supervisor, one expert adviser, and the head of the department.

Each teacher was assigned three or four classes of 15 cases each. She conducted her grade work as usual, and spent an hour in speech correction three or four days a week, after school.

The assistant supervisor was in direct contact with the work of speech correction from the start. She visited the classes to give personal criticism and advice to teachers and pupils; organized the classes and determined their location, approved and disapproved discharges, and held meetings of the speech teachers for further instruction.

The expert adviser personally supervised the work during three periods of two weeks each. During the first period he held clinics daily and visited the speech classes. It was considered wise to omit the clinics for the most part during the second period and to confine the work to visitation of the classes. Three hundred cases were then examined by the adviser and suggestions were given as to condition and treatment. The third period was spent less in class visits than in conducting clinics. During this period all the teachers were personally seen by the adviser at their classes or had opportunity to bring puzzling cases to the clinics.

Results.

As a result of the work 170 cases have been finally discharged, and the majority

AIMS OF PERSONAL HYGIENE FOR THE TEACHER.

1. To increase strength, health, and efficiency for daily work.
2. To thwart and, if possible, overcome tendencies to diseases, both self-originated and infectious.
3. To quicken and develop joy in being alive.
4. To postpone death.

—W. E. Chancellor, in "The Health of the Teacher."

of those remaining have shown improvement. Some notable cures have been made. Some of the stutterers now show no sign of stuttering.

The work actually done is shown in the following figures, compiled by Miss Williams:

1. Number of teachers in September, 1918.....	15
2. Number of teachers in June, 1919.....	14
3. Number of speech classes in September, 1918.....	15
4. Number of speech classes in June, 1919.....	43
5. Number of school buildings where classes were held.....	24
6. Number of pupils enrolled to date.....	647
7. Number of pupils enrolled at date.....	527
8. Average daily attendance.....	378
9. Number of stutterers cured.....	17
10. Number of grade phonetic cases corrected.....	110
11. Number of kindergarten cases corrected.....	43
12. Total number speech cases cured.....	170
13. Total number defects cured.....	419

USING THE UNGRADED ROOMS IN LOS ANGELES.

In 1917 the superintendent of the Los Angeles city schools asked the psychologist of the school system to see what could be done in segregating pupils in the 90 ungraded rooms that were scattered over the city. An intelligence survey was first made. The school records of children, their health cards, the testimony of teachers and principals, and, finally, the Binet test, were used in the cases of some 2,000 children. The children selected for the examination were taken as follows: All the members of ungraded classes from 24 elementary schools; one-third of the group which had failed on the previous mid-year examination (selected alphabetically); and the enrollment of two parental schools.

The results of the inquiry are thus stated in Los Angeles school publication No. 24, just issued:

In the ungraded rooms 70.4 per cent were found to be three or more years mentally retarded; in the non-promotion group 34.3 per cent were found to be three or more years retarded; in the parental schools 81 per cent were found to be three or more years mentally retarded. If these figures are typical and hold for other schools, it may be estimated that 5,000 children possess an intelligence too low to profit by the methods of education used in regular and ungraded classes. The "age-grade" retardation in June, 1917, shows 13,000 pupils who are two or more terms retarded. In connection with this survey a study was made of the juvenile court records as to schools, the number of children from each school, the age, and the type of offense. It was found that the juvenile court, during the years 1916 and 1917, made relatively few mental examinations, and that therefore the mental levels of the children are not available. From the angle of the State reformatory, however, it has been found that children with a mental level just above 70 per cent show the same characteristics in behavior on probation, at work, and in the institution, as do those just below 70 per cent. It is this class that furnished a large proportion of our truancy and disciplinary cases, in school and in the juvenile court.

The plan as worked out provides for (1) the examination and segregation into development rooms of those whose progress was abnormally slow; (2) the elimination of disciplinary cases over 14 years of age; (3) the training of teachers in an educational plan for adjustment rooms which might achieve educational results.

URGE AGRICULTURE AS PART OF TRAINING OF ALL RURAL TEACHERS.

National Conference Indorses Rural School Consolidation, Better Salaries, Cottages for Teachers—Considers Americanization Greatest Peace-Time Movement.

That the study of agriculture should be a required part of the training for all teachers of rural schools; that adequate teachers' salaries should be paid and homes provided for teachers; that consolidation of rural schools should be energetically forwarded; that health instruction is an essential part of the work of the school, and that Americanization "is the greatest present peace-time movement"—these are some of the measures indorsed by the National Rural Conference, which met at Sioux Falls, S. Dak., October 12 to 19.

The platform adopted by the conference is as follows:

Since unimpeachable statistics demonstrate that opportunities in our rural schools are not equal to those afforded children in our town and city schools, we demand for the rural school boy and girl a square educational deal.

Study of Agriculture Should Be Required.

We believe that for all grades of teachers' certificates sufficient professional training should be required to guarantee that the holder has an adequate appreciation of the nature of the service to be given to the public, is familiar with the various types of teaching and methods of instruction, and has skill in organizing and conducting the work of the school. We also believe that the study of agriculture should be required for the certification of rural teachers and that the study of agriculture should be introduced in all rural schools. The standard for the qualifications of rural teachers should be as high as the standard required in our best city schools.

We believe that adequate salaries should be paid to teachers, salaries which are commensurate with the training, preparation, and quality of work required of them.

Consolidation Indorsed.

We unreservedly indorse the movement to consolidate the one-teacher rural schools so that the farmer's children may have the best possible elementary school facilities and especially that they may have high school opportunities at home adapted to their present and future lives. While this consolidation is going on, we strongly favor making the one-teacher schools the best possible under the circumstances. We also recommend that all teachers in rural schools, both consolidated and unconsolidated, be provided with homes by the district.

We are convinced that any system of education which does not give adequate attention to the health of the child is like a house built upon the sands. To the end that health may be better safeguarded every county should provide funds to support at least one public-

health nurse. That this nurse may be able to meet the needs of the community she should be trained as a social worker as well as a nurse. The hygienic condition of the school plant should receive specific attention and constitutes one of the most important matters for immediate action. We urge the introduction of home economics in rural schools, also the introduction of the hot noonday lunch.

Americanization as Peace-Time Movement.

We believe that Americanization is the greatest present peace-time movement, calling as it does for effective patriotic service, and unreservedly indorse it as worthy of the cooperation and support of every superintendent and teacher interested in the perpetuity of American principles and ideals. We believe that the English language should be recognized as a necessary unifying factor in the Americanization of all our people and that a knowledge of English should be a required condition in the education and citizenship of every man, woman, and child who lives under the protection of our country.

We believe that Congress should give encouragement and direction to the administration of public education and to the equalization of educational opportunities for all people within our borders, preserving, however, State autonomy and local control in educational matters in sufficient degree to develop and preserve community interests and initiative. We believe that taxes for educational purposes should be more equitably distributed and that there should be a more adequate local financial support of rural schools than obtains in most communities. The distribution of Federal and State funds should be made so far as possible on the basis both of educational needs and of local support.

Boys and Girls' Clubs.

We commend the splendid work of the agricultural colleges in furthering the interests of the farmers and in promoting the welfare of rural life. We especially commend the work of the extension departments of these colleges in boy and girl club work and in county and home demonstration work. We pledge them the hearty cooperation of all other educational agencies which look to the betterment of rural schools and rural life. We recognize the great value of home-project work when capitalized educationally and heartily favor vitalized agriculture teaching on the rotation plan.

We greatly appreciate the interest which club women of America are taking in the betterment of rural schools and rural life. We commend and recommend the organization of women's clubs in rural centers and urge that all women's clubs use their influence in furthering a nation-wide campaign to give the boys and girls of rural America equal opportunities with those of the cities.

Better Compulsory Education Laws.

We recommend that the compulsory educational laws of all States require the attendance of all pupils who are physically and mentally competent, at least till they complete the eighth grade, and that more effective means be devised for the enforcement of these laws.

We note with satisfaction the extension of public and circulating library systems and urge that better organizations be established in States and counties for the service of rural communities.

We commend the formation of Little Citizens' Leagues, so splendidly organized in the State of Minnesota, and urge a nation-wide adoption of the plan, embodying, as it does, the principles of motivation, the problem method of teaching, the socialization of school processes, and the development of initiative, resourcefulness, and civic virtues.

We heartily recommend that the minimum term of school for rural districts be at least nine months, and that principals or teachers of agriculture in rural schools be employed on a twelve-month basis.

More and Better Music.

We favor the introduction of more and better music in all schools, and especially urge that our children be thoroughly taught "The Star Spangled Banner," "America," and other patriotic songs. We are convinced that only by making the study and hearing of good music a part of every school curriculum may the taste and appreciation of good music be improved.

We believe that community life should be enriched so far as possible by so revising the curriculum as to connect school life with daily life, thus habituating the student to the actual practice of the principles taught. We believe that in every community center, there should be general community education and specific education for adults in health, in play, in civic and economic conditions, in educational needs, and in moral and spiritual values. The school should become more and more a community center, and the buildings and grounds should be constructed with a view to serving community needs as well as the purpose of school instruction. Full and well-lighted basements, rooms for manual training and home economics, for games and recreation and community gatherings should be provided. Wherever possible a rural school should be built upon an adequate area of land, properly landscaped and parked, with buildings, playgrounds, and playground equipment properly located, and with a demonstration farm.

South Dakota Commended.

We commend the admirable plans that South Dakota has made for a State-wide educational drive and the splendid vision, forethought, and courage of its State leaders in undertaking the drive. We are convinced that this great and well-planned movement for thoroughly arousing a strong public sentiment will be productive of an educational and social betterment for the commonwealth. We commend the tribute paid by South Dakota to the great apostle of rural-life improvement by initiating its rural-school drive on October 27, the birthday of Theodore Roosevelt.

THE "R. O. T. C."

How the War Department's Plan of Military Training has Developed.

By CHARLES W. ELLIOTT, Major, Infantry, U. S. A.

Military instruction under the supervision of the War Department has existed for many years as a feature of the curriculum in many of the schools and colleges of America. Prior to 1916 this instruction was, in many instances, more perfunctory than efficient. It consisted principally of two or three hours of infantry drill each week.

In 1916 Congress passed what has been known as the National Defense Act, and for the first time recognized, in legislation, the necessity of providing the War Department with a reservoir of trained or partially trained officers who could be drawn from civil life in an emergency and utilized without delay. The Officers' Reserve Corps and the Reserve Officers' Training Corps were expected to provide this reservoir, the former to consist of civilians with sufficient military training to exercise commissions in time of war and the latter, the "R. O. T. C.," to impart military training and instruction to students in the civil educational institutions of the country, with a view to their eventual acceptance of commissions in the reserve.

What the Act Provided.

Section 40 of the act provided that—

The President is hereby authorized to establish and maintain in civil educational institutions, a Reserve Officers' Training Corps, which shall consist of a senior division organized at universities and colleges * * * and a junior division organized at all other public or private educational institutions * * * and each division shall consist of units of the several arms or corps in such numbers and strength as the President may prescribe.

The primary object which it is expected that the units of the R. O. T. C. will attain is to qualify by systematic and standard methods of training students at civil educational institutions for commissions as reserve officers. The system of instruction prescribed is planned to prepare young men for the intelligent performance of the duties of commissioned officers without interfering with education for their civil careers.

Organized Directly Under the Secretary of War.

For purposes of organization, the R. O. T. C., as it is commonly called, is directly under the supervision of the Secretary of War, but questions of administration, maintenance, and instruction were placed as far as practicable under the control

of the several department commanders in whose departments the institutions were located. This control has since been modified and is now vested in a section of the training and instruction branch of the War Plans Division, known as The Committee on Education and Special Training.

The courses of instruction which are followed in the training of the R. O. T. C. are classified as the junior basic, the senior basic and the senior advanced courses. In collegiate institutions the basic course would normally be the military instruction received during the first two years, the advanced course being that pursued during the two upper-class years after completing the basic course. Students who complete the latter and elect to follow the advanced course may receive from the Government commutation of subsistence at the current Army rates and paid quarterly in cash. Before a unit can be established in any institution the authorities of the school must agree to maintain under military training at least 100 physically fit male students and to require that once entered upon the course of military training must then become a prerequisite for graduation.

An institution which desires the establishment of a unit submits an application and agrees to conform to the regulations prescribed by the War Department. After inspection and report by an officer detailed for the purpose the application may be approved and an officer of the Army detailed at the institution with the title of professor of military science and tactics. This officer, with his commissioned and enlisted assistants, becomes a member of the institution faculty and supervises the military instruction, conducts courses in classroom theoretical work, and carries out the War Department program as outlined from time to time in general orders.

The first academic year in which units of the R. O. T. C. began to function was that of 1916-17. The law limited the number of officers available for the work to 300, each to have had five years' commissioned service in the Army. During this year about 80 colleagues and secondary schools applied for and obtained units and commenced instruction under the progressive and comprehensive program prepared by the War Department.

Efforts were made from the start to send to these schools in the capacity of professors of military science and tactics, officers particularly well suited for duty of this character.

Difficulties with Equipment.

Although the law provided that the Secretary of War was authorized to issue the necessary uniforms and equipment, it was found impossible for the Quartermaster Department to supply the clothing during this first year. In many schools the students provided the uniforms at their own expense, a few institutions obtained authority to purchase uniform clothing from the Army at Government prices, and at others the schools made the necessary purchases from private manufacturers. Equipment in the form of rifles was issued from Army stocks of Krag-Jorgensen's or obsolete Springfields, to which were added usually bayonets, belts, and McKeever boxes. For the issue of such equipment the schools are required to execute a bond for safe-keeping and to carry insurance against loss by fire or theft. Practically all the units established at first were in the Infantry arm, and from the beginning more or less difficulty was experienced in interpreting the somewhat inelastic provisions of the law.

Immediately after the United States entered the war in 1917 the R. O. T. C. suffered from the disorganization which it underwent because of haste necessary in preparing the Army for active service. Thousands of the students flocked to the recruiting stations and practically all of the cadet officers who were eligible entered the officers' training camps, which opened on May 15. Army officers on duty at the institutions were retained at their posts until the close of the school year, but they were naturally eager to rejoin their regiments and the term ended in more or less confusion.

When the schools opened in the fall of 1917 it became necessary to replace the officers who had been serving as instructors, and retired officers were generally called to active duty for this purpose. Due to the existence of war tremendous enthusiasm was displayed among the students and the military departments were supported invariably and encouraged in every way by the in-

stitutions. More than 90 units commenced operations with about 15,000 students under instruction.

The "S. A. T. C."

During the winter it was found desirable to utilize the resources of the civil educational institutions of the country in furthering the development and training of artisans, mechanics, and technical experts for the ranks of the Army. This led to the establishment of the Students Army Training Corps, which very generally replaced the R. O. T. C. The S. A. T. C. was divided into two sections, denominated as "A" and "B." The former had to do with the training of high-school graduates with a view to their eventual entry into the officers' training camps. This section constituted practically a continuation of the former R. O. T. C. work but differed from it in that the students were regularly enlisted in the Army and were in every sense soldiers. Section "B" covered the instruction of men with lesser educational qualifications and trained them vocationally for the particular duties in the Army requiring specialized technical skill. Many schools carried units of both classes and thousands of young men received training which tremendously increased their value to the service when they were finally called to the colors.

On November 11, 1918, the signing of the armistice brought to a close the active operations of the war and the demobilization of the S. A. T. C. commenced almost immediately. Schools and colleges in which units of the R. O. T. C. had formerly existed reverted to the old arrangement and the demand from other institutions for units and officer instructors became widespread and general. At the close of the school year 1918-19 the committee on education and special training had sent out more than 600 officers and 500 enlisted men as instructors for the 430 units then operating in 321 institutions.

Twelve Military Districts.

For administrative purposes the War Department has divided the country into 12 R. O. T. C. military districts, each maintaining its headquarters at a central point with an officer of senior grade as district military inspector, assisted by the necessary commissioned and enlisted personnel. The professors of military science and tactics carry on their work under the immediate supervision of the district inspectors, and these in turn are responsible to the committee sitting in Washington.

With the rapid expansion which followed the conclusion of the armistice many difficult and complex problems have

developed in connection with the R. O. T. C. movement. Under an emergency authority granted to the President during the war the original allotment of 300 officers for this duty was increased to more than 650, including the retired and temporary officers employed. With the conclusion of the emergency, bringing again into operation the provisions of the original law, it will be necessary to reduce this personnel again to 300. If this is done very many of the units authorized and now functioning successfully will find themselves deprived of instructors and a severe blow will be dealt to the whole R. O. T. C. project. Remedial legislation increasing the officer quota to 1,000, each office to have had one year's service, has been recommended. Special consideration has also been given to the preparation of legislation granting credit for previous military service toward the completion of R. O. T. C. courses. Many college students have returned to their studies after certain periods spent in the active military or naval service of the country. If they desire—as many of them do—to gain commissions in the Officers Reserve Corps through the R. O. T. C., it seems only fair that they should be considered as having partially or wholly completed the basic course.

Military Instructors Must be *Persona Grata*.

The recent adoption of the policy of returning to the inactive list all retired

officers on duty with the R. O. T. C. has proved a source of deep disappointment to many of the institutions with which they have been serving. At some schools retired officers have been connected with the military instruction for many years and have conducted the training with much success and to the complete satisfaction of the local academic authorities. The committee is now endeavoring to replace those to be relieved with competent and acceptable officers from the active list. It has been an invariable rule that no officer is sent to a school in this capacity without an indication from the institution that he is *persona grata* to them. Officers who fail to establish and maintain satisfactory relations with the college authorities are immediately relieved on the request of the latter. Fortunately this procedure has been extremely rare, and officers detailed have almost invariably proved popular and highly regarded members of the faculty.

The Summer Camps of 1919.

On June 21, 1919, the Reserve Officers' Training Corps summer camps were opened. Six camps with about 5,000 students were established in the cantonments at Camps Devens, Lee, Taylor, Custer, Funston, and the Presidio of San Francisco. The transportation of the students was paid by the Government, subsistence in kind furnished, and

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FACTS ABOUT THE R. O. T. C.

Number of officers of Army on R. O. T. C. duty, 666.

Number of institutions having units of R. O. T. C., 350 (approximate).

Number of Army noncommissioned officers on duty, 500 (approximate).

Equipment furnished schools by Government:

One complete uniform for each student each year.

Rifles, bayonets, belts, canteens, packs, etc.

Ammunition for target practice.

Required of school:

A minimum of 100 physically fit students who take the course.

A bond covering the value of Government property issued.

Insurance against fire on this property.

The Army officer ranks as professor with title of professor of Military Science and Tactics.

School provides him with an office and office furniture.

Military instruction five hours a week.

Benefits:

After the student has completed the basic course (first two years), if he continues the work and attends the summer camps, he is paid commutation of rations (about \$12 per month in cash).

After completing the advanced course the student, if he attends the prescribed camps in summer and is recommended by his professors, is eligible for a commission as second lieutenant in the Officers' Reserve Corps, United States Army.

Congressional appropriation for fiscal year 1919-20, \$4,000,000.

THE COLLEGE PROFESSOR AND THE 49½c. DOLLAR

By H. W. HURT.

What are the average salaries paid college professors? The median, or middle, salary of the 6,593 professors in the 74 colleges and universities on the Carnegie Foundation list is \$2,000; 303 of this group receive less than \$1,000, while 72 exceed \$7,000.

If, however, a distribution be made of the average salary paid to professors, the average salary paid to associate and assistant professors, and the average to instructors, the median or middle average of this group is but \$1,300.

In other words, the average college teacher, who has spent some eight years in grade school, some four years in graduating from high school, four more years in college for the bachelors' degree, and then at least one or two years in specialized graduate study; who is a man of character and force of personality, with certain qualities of leadership and mentality; who has spent a dozen years in preparation more than was spent by the average individual; this man, who is expected to be a married man with family, has, on the average, a salary of \$1,300.

With the purchasing power of a dollar reduced one-half in the last six years, salaries in the teaching profession have become critical.

Purchasing Power Is What Counts.

There has been a pronounced tendency to evaluate salaries in terms of the absolute cash sum involved. More careful thought recognizes that salaries must be judged in terms of their purchasing power. Indeed, it might be desirable if there were computed, for various sections, a "local purchasing-power-index" in terms of which salaries might be expressed.

During the past six years the rising scale of prices has reduced the purchasing value of the dollar from \$1 in 1913 to \$0.495 in 1919.

Taking the prices of 1913 as a base, on 100 the wholesale prices of farm products has soared to 220. Food has gone to 204; cloth and cloth products to 231; fuel and light to 181; metal and metal products to 172; lumber and building materials to 160. Chemicals and drugs went to 216, but fell to 179; household furnishings rose to 233; and miscellaneous articles to 206. The average of all these items is 202.

The net result of the price increases has been to reduce the purchasing power of the dollar to 49½ cents as compared with 1913. This means that any individual whose salary has not been doubled since 1913 is working under an actual decrease in compensation.

Elementary school salaries are already below the living level and hence are hardest hit by resultant desertions.

Has Had His Salary Reduced.

The man who in 1913 was receiving \$1,000 and who in 1919 received the same sum has actually had his salary reduced to \$495 as compared with what his money would buy in 1913. \$495 in 1913 would buy \$1,000 now.

The college instructor who received \$500 in 1913 to have the same actual return from his labor should to-day receive \$1,010. If \$1,500 was an average salary for the full professor in small colleges in 1913 to-day to have as much for his work he must receive \$3,030. A 102 per cent increase was needed. Twenty per cent was authorized as the maximum.

College executives have not fared as well as professors in the State institutions. For 1913 their median salary was \$5,000; in 1918 it was \$5,500. Living increased on an average of 102 per cent; the president's salary was increased 10 per cent. While the president's salary seems higher than that of the professor, and is higher, yet many large expenditures must be made by him which actually leave him but little better off than

Many women have actually found that their training as elementary school teachers commanded a higher salary as elevator runners than in teaching the young.

his best paid professors. Indeed, the college president in 1919 has actually suffered a decrease in wages of 41 per cent, while his faculty have suffered reductions of but 35 per cent, though both have apparently received increases. A recent study of 188 institutions shows \$4,000 as the median salary actually received by these college executives in 1919. This sum is only equivalent to \$1,980 in 1913.

Living Costs Not Met.

Individual institutions whose increases have been announced have in no instance met the increase in living costs. Even in 1913 the general field of teaching was financially unattractive and represented a missionary service. To-day, however, salaries and living costs are rapidly pushing away from missionary teaching toward impossible conditions. This must ultimately mean the loss of the more able men in this field, with a consequent "thinning" of the service rendered the next generation.

In general, there are four financial criteria which an "adequate adult salary" should meet.

1. For full-time employment it must at least provide a "living" for the worker and his family.

College salaries have been notoriously low for years. The better high schools offered more to the college-trained youth as teacher and coach of athletics than the college paid to the men who trained him.

2. If the occupation is to be a "solvent" one, it must make some provision for old age, unless that be specifically covered by separate provisions.

3. It must bear a justifiable relation to the preparation involved as well as to the social value of the service rendered.

4. There must be provision for promoting and advancement to heighten and maintain the occupational morale. Even the relations of supply and demand should not vitiate these basic criteria.

EDUCATION IN VITAL STATISTICS.

Courses in vital statistics in school and college are reviewed in the American Statistical Association Quarterly for September, 1919. A plea is made for further introduction of such courses in schools of general medicine, in schools of public health and in departments of life insurance.

The happiest man is he who best understands his happiness, and he who understands it best is he who knows profoundly that his happiness is only divided from sorrow by a lofty, unwearying, humane, and courageous view of life.—*Maeterlinck.*

THE R. O. T. C.

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cotton khaki uniforms issued for use during the six weeks' course. Most of the officers on duty as professors of military science and tactics were ordered to the camps as instructors and advantage was taken of the opportunity for conferences and the standardization and improvement of training and instruction methods. The relatively light attendance this year was due partly to the limited funds available and partly to the fact that the camp project was being tried out on an extensive scale for the first time and a heavy enrollment was not encouraged. The schedules of training were drawn up with great care and every effort made to insure the success of the camps not only from a military point of view but to make them a source of pleasure and satisfaction to the students.

The R. O. T. C. has attained a remarkable popularity wherever it has been established and its possibilities of development and expansion are limited only by the ability of the War Department to provide officers and secure appropriations for the work. As a means of preparing young men for commissions in the Reserve Corps it stands as the most economical and satisfactory scheme yet devised. The favorable attitude of Congress is evidenced by the liberal appropriation for the support of the R. O. T. C. granted in the current appropriation bill for the Army. School and college authorities are practically unanimous in recognizing the value of the training offered. Improvement in undergraduate discipline, increased respect for constituted authority, better physical bearing, and a noticeable development of self-control, leadership, and patriotism are commonly mentioned as the direct results of R. O. T. C. activity.

Approximately 100,000 young men were enrolled in the R. O. T. C. when the school year opened in September. Of these nearly 10,000 are pursuing the advanced course with the avowed intention of entering the Officers' Reserve Corps on graduation. In a few years a regular flow of these graduates will have been established and the hasty training of young officers by means of the "three months' camp" after the actual outbreak of war will not again be necessary. Many thousands of school and college men who take the training and do not qualify for commissions in the O. R. C. will still be available for service as competent noncommissioned officers in the event of war.

Rural children, as well as city children, should be offered the advantages of modern health conditions, well-prepared teachers, and enriched courses of study.—*Indiana State Teachers' Association.*

PAY INCREASES RECOMMENDED FOR D. C. TEACHERS.

(Continued from p. 1.)

a feature of the committee report, but were withheld from the report as officially transmitted. On this point Dr. Claxton says:

"In the tentative report of the committee submitted to me there are some very interesting recommendations looking toward the larger participation of the teachers of the schools in their management and in the making of the general policies of the school system. But after further consideration it is thought best to withhold all recommendations on this subject at this time. This is a matter of such importance, so far-reaching in its results and so complex as to require comprehensive study from many different angles. Very little such study, however, has been given to it anywhere. It is my purpose, with the help of such expert assistance as can be had, to undertake such a study through this bureau, and to render a report with recommendations later."

Some of the more important sections of the report are as follows:

Administrative, Supervising, and Teaching Staffs.

For the management of a modern complex public-school system, with an enrollment of 60,000 pupils, the superintendent needs much expert administrative assistance of such varying kinds as can hardly be found in any one person. Since the preeminent function of the schools is instruction and training, it is of the highest importance that the superintendent, however great his business ability, shall be relieved of the necessity of giving attention to the details of the business affairs of the school system, and that he shall be free to devote his time and energies to the larger problems of general policy, and particularly to the problems of education. Since the value of the returns of the millions of dollars expended and the time of the children spent in school depends in very large measure on the character and the effectiveness of the administration, it would be very unwise not to make this administration effective at any reasonable cost. It is therefore recommended that the number of assistant superintendents in the District be increased from two to six, and that one of these be charged with the management of all the business affairs of the school system. The other assistant superintendents should be selected with special reference to the needs of the following five other chief divisions of the work of the superintendent's office:

1. The management of the elementary schools and the normal school for white persons.
2. The management of the elementary schools and the normal school for colored persons.
3. The management of the high schools, vocational schools, extension schools, evening schools, and other special schools and activities for white persons.
4. The management of the high schools, vocational schools, extension schools, evening schools, and other special schools and activities for colored persons.

5. The management of all activities pertaining to the care of the health of children in school, including the heat, light, ventilation, and cleanliness of school buildings, and other janitorial service, instruction in health, physical training, and attendance.

Group Principals for Elementary Schools.

Unfortunately, there are in the District a very large number of small school buildings, 99 of 8 rooms or less, and 42 others of 12, 14, or 16 rooms. The present policy of providing for each of these small buildings a teaching principal, dividing her time and energies between the work of a regular grade teacher and the duties of principal of the building, is evidently very unsatisfactory, and it is not believed that it can ever be made satisfactory. To provide a managing principal for each of the small schools would be very costly. It is therefore recommended that the schools of the District be combined into approximately 50 groups, the number of schools in each group depending on their size and the proximity of the schools to each other, and that there shall be assigned to each group a principal who shall be relieved of all responsibility for the teaching of any schools and who may, therefore, devote all his time to the important duties devolving on a managing principal. It may be found advisable to assign a group principal to each building having 16 or more rooms. To each of these groups of schools there should be assigned a competent clerk, who, under the direction of the group principal, should transact all business and attend to the compilation of such statistical facts as are required of these schools. Without such relief from clerical duties it would be impossible for the group principal to perform effectively the important duties of the office.

It is further recommended that when the policy of providing group principals is adopted the office of District principal, of which there are now 13, shall be abolished.

Recommendations in Regard to Classification and Salaries.

It is recommended that for purposes of salary rating all teachers, including nurses, librarians, and attendance officers, and all persons in directive positions, except the superintendent and the assistant superintendent, be classified in five groups: (1) A probationary group; (2) a group called group A; (3) a group called group B; (4) a group called group C; (5) a group called group D.

1. *Probationary group.*—To the probationary group should be assigned all teachers coming into the department without teaching experience. This group should include two subdivisions: (1) A group of entrants who have, in addition to a four-year high school course or its equivalent, had a four-year college course or its equivalent and not less than one year of professional training. (2) A group of entrants who, in addition to a four-year high school course, have had a three-year normal school course or its equivalent. In this group should be placed college graduates who have had no professional training.

The probationary period for teachers in subdivision 1 should be two years; for teachers in subdivision 2, four years.

It is recommended that the salary of teachers in subdivision 1 be \$1,500, and

that the salary of teachers in subdivision 2 be \$1,200, with a yearly increment of \$100 until a maximum of \$1,500 is reached.

All teachers in the probationary group shall be elected annually upon the recommendation of the committee on personnel.

2. *Group A.*—Teachers in subdivision 1 of the probationary group should be advanced to group A by the personnel committee upon the recommendation of the principal and of the assistant superintendent in charge. Teachers in subdivision 2 before becoming eligible to group A should have the recommendation of the principal and of the assistant superintendent in charge, and show evidence of having received credit for at least one year of college work above the sophomore class.

Teachers from outside the school system of the District of Columbia who satisfy the personnel committee that the foregoing qualifications have been met should be assigned to group A, and their status therein fixed upon the recommendation of the personnel committee, except that all such teachers new to the department should be on probation for one year.

All teachers in the probationary group not eligible for promotion to group A should be dropped or retained in the probationary group upon recommendation of the personnel committee.

It is recommended that the minimum salary for group A be \$1,650, and that this salary be increased by yearly increments of \$150 for four years until a maximum of \$2,250 is reached.

At the end of the four-year period three options in regard to teachers of group A should be open to the board upon recommendation of the personnel committee: (1) Dismissal; (2) retention at the maximum salary of the group; (3) promotion to group B.

3. *Group B.*—It is recommended that upon the recommendation of their principal and assistant superintendents, teachers may be promoted to group B who shall have satisfied the personnel committee—

(1) That, in addition to a four-year high school course or its equivalent, they have completed a four-year college course, or its equivalent, and have had two years of professional training in a normal school, or in a school or college of education in a university, or the equivalent of such a course.

(2) That study has been continued and unusual success in teaching has been achieved.

It is recommended that the minimum salary of this group be fixed at \$2,400, and that this be increased by yearly increments of \$150 for six years until the maximum of \$3,300 is reached.

It is further recommended that at the expiration of the six-year period necessary to reach the maximum salary teachers in this group may, upon the recommendation of the personnel committee, be elected on indefinite tenure at the maximum salary of the group.

Condition of Tenure.

4. It is recommended that the tenure of the teachers in each of the foregoing groups be conditioned as follows: That at the end of each school year principals of elementary schools and high schools, directors of special subjects, and assist-

ant superintendents shall file with the personnel committee the names of those teachers under their supervision or direction who are doing unsatisfactory work, and that the names of the persons who are thus reported two years in succession shall be dropped from the list of teachers in the schools of the District.

5. *Group C.*—It is recommended that the minimum salary of persons in this group shall be \$3,300, and that this be increased by yearly increments of \$150 for six years until the maximum of \$4,200 is reached, and that to this group there be assigned the group principals of elementary schools, the principals of atypical schools, vocational schools, and other special schools; the directors and supervisors of special subjects; principals of junior high schools; principals of high schools having an enrollment of less than a thousand pupils; assistant principals in the larger high schools; and other officers having directive or supervisory duties in connection with the purely educational activities of the school system.

6. *Group D.*—It is recommended that the minimum salary of this group shall be \$4,000, and that this be increased by an annual increment of \$150 for six years until the maximum of \$4,900 is reached, and that to this group there be assigned the principals of normal schools and the principals of high schools having an enrollment of 1,000 pupils or more.

8. *Salaries of superintendent and assistant superintendents.*—It is recommended that the salaries of assistant superintendents of schools be not less than \$5,000 and not more than \$7,500, and that the salary of the superintendent of schools be not less than \$9,000.

A suggestion for a more adequate basis for payment for janitor services.—In so far as special requirements in regard to engineers will permit, it is recommended that the plan of determining the salaries of janitors used in the school department of Boston be adopted. According to this plan compensation is allowed on five items: 1, cleaning; 2, heating, ventilating, and superintendence; 3, washing of windows; 4, care of yards and sidewalks; 5, care of lawns.

In fixing compensation for cleaning, the cubic contents of a building is computed in accordance with the rule of the National Association of School Accounting and Business Officials and endorsed by the American Institute of Architects. Compensation based on this item is reckoned at the rate of \$0.004 for the first 10,000 cubic feet; \$0.0038 for the second 10,000 cubic feet; \$0.0036 for the third 10,000 cubic feet; and so on as per schedule up to the total cubic contents of the building.

In fixing compensation for the second item, "Heating, ventilation, and superintendence," the cubic contents of the building is also used as a basis except that buildings are classified into three groups depending upon the type of heating system used, some requiring more attention and skill than others. For "Class A" buildings the compensation runs \$0.005 for the first 10,000 cubic feet, \$0.0047 for the next 10,000 cubic feet, and so on with the item of "cleaning." The heating, ventilation, and superintendence of "Class B" and "Class C" buildings are compensated for at a lesser rate.

Compensation for "washing of windows," the third item, shall be on the basis of the total area of the sashes and at the rate of \$0.0055 per square foot for one washing on both sides. Additional washing per year when ordered by the board shall be at the same rate which also applies to all windows, transoms, doors, and doors in permanent bookcases in the building.

The fourth item, "Care of yards and sidewalks," shall be on the basis of their total area and at the rate of \$0.003 per square foot. So, also, with the item, "Care of lawns," except that the rate allowed is \$0.0033 per square foot.

The annual salary of each janitor shall be arrived at by applying the rates of compensation for cleaning, heating, ventilation, and superintendence to the cubic contents of the buildings, and by applying the rates of compensation for washing of windows and the care of yards, sidewalks, and lawns to the several areas. The total of the amounts shall constitute the annual compensation for janitor service.

This schedule does not include compensation for evening schools, school centers, vacation schools, playgrounds, and lectures or concerts, for each of which additional compensation is allowed.

A schedule of salaries worked out in accordance with some such plan as this would be much fairer than the usual haphazard method of determining the amount; furthermore, such an analysis of the duties of janitors as the plan entails would make it easy for the board to determine the amount of help which each needs in order properly to care for their buildings.

AMERICANS IN HAITI SEEK TEACHER.

Eager for an American teacher, citizens of the United States residing in Haiti have asked L. J. Bourgeois, superintendent of public instruction of the Republic, to secure such a teacher for them, and Mr. Bourgeois has in turn directed his request to the United States Commissioner of Education, writing as follows:

It is very possible that the teacher employed will have three or four grades to teach, ranging from the third to the sixth, but from what I have gathered so far I believe the number of grades will not be more than three.

We will pay the teacher \$1,500 the first year and her expenses from New York to Haiti and return. It is possible the position will pay \$1,800. This depends on the number of children we can get. It is understood she is not to have more than 25 pupils. If we reach that enrollment her salary will certainly be \$1,800.

With the rapid development of the American colony the teacher selected can look to a good situation in Haiti, as we will import extra teachers as the need demands. The question of board has been settled by a responsible committee. A good home will be found. Living should not be more than \$75 per month.